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ABSTRACT

Aimed principally at educational professionals--teachers; counselors; administrators; and vocational, career, and adult educators--this monograph provides a framework for considering leisure as an integral part of life planning. The introduction, based largely on a literature review, presents historical perspectives on leisure, discusses its relationship to human development, and provides some theoretical perceptions and definitions; the chapter concludes with "A Proposal for Leisure and Life Planning," which provides a rationale for discussing leisure in six life stages. Each of these stages is discussed in a chapter of its own, which indicates the most positive features of leisure at that stage and how various institutions can assist a person in taking advantage of the opportunities of that stage. The stages considered are (1) childhood, the awareness stage; (2) adolescence, the exploration stage; (3) young adulthood, the preparation stage; (4) adulthood, the implementation stage; (5) midlife, the involvement and reassessment stage; and (6) retirement, the reawareness and re-exploration stage. Following the six life-stage chapters, a summary presents 10 needs having educational implications for integrating leisure with life planning. Provided in two appendixes are, respectively, examples demonstrating innovative approaches to leisure and a charter of leisure. A list of references concludes the document. (DTT)

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LEISURE:

INTEGRATING A NEGLECTED COMPONENT IN LIFE PLANNING

INFORMATION SERIES NO. 245

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The ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1982

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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of sixteen clearinghouses in a nationwide system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered into the ERIC database. This paper should be of particular interest to career education, adult education, and vocational education practitioners and decision makers, as well as to counselors.

The profession is indebted to Carl McDaniels for his scholarship in the preparation of this paper. Dr. McDaniels serves as Program Area Leader in Counselor Education at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Currently, he is Project Director of the Virginia Career Information Delivery System (Virginia VIEW) and Codirector of the Virginia Tech Employee Career Development Project. He is a past president of the National Vocational Guidance Association and is engaged in writing a book, *Leisure and Career Development*.

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Robert E. Taylor
Executive Director
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PREFACE

Leisure is an inherent condition in life. We work. We maintain ourselves by responding to biological necessities. We engage in nonmaintenance, non-work activities. We have come to call the latter "leisure." Leisure has always been a part of human history. It was especially important to the wealthy, who were not required to work, but who enjoyed the arts, physical activities, and games. Only in recent times have larger segments of our societies been able to enjoy leisure. Now, because of shorter work days, abbreviated work weeks, more holidays, longer vacations, a variety of retirement options, and a host of other reasons, most people have more leisure. In general, however, thinking about leisure is back in the Dark Ages. The concept of leisure has not been updated as has our thinking about work. For example, there is relatively little discussion about leisure in elementary and secondary schools, higher education, or adult education. There also is scant attention given to leisure in career planning. Truly, leisure is the neglected component in life planning.

This monograph builds a framework for thinking about leisure as a part of life planning, and is intended to help professionals in a variety of work settings in education—teaching, counseling, administration, and vocational, career, and adult education. It may stimulate some discussion about the importance of leisure in our time. The monograph is introduced by a summary of research and writing in the area of leisure. First, there is a brief examination of some of the literature. Then there is an effort to relate leisure to the larger scope of human development theory, especially the recent thinking about adulthood. Next, there is a summary of several contemporary writers and their views on leisure. The introduction closes with a section on definitions focusing on the interrelationship of work-leisure-career development and vocational education-leisure counseling.

The major section of the monograph is a proposal for leisure and life planning, describing how the two can blend together over the life span. Six stages are presented, as follow:

1. Childhood—Birth to Twelve Years
2. Adolescence—Twelve to Eighteen Years
3. Young Adulthood—Eighteen to Twenty-four Years
4. Adulthood—Twenty-five to Forty Years
5. Midlife—Forty to Sixty Years
6. Retirement—Sixty Years and Over

The monograph concludes with a number of implications for action for the integration of leisure into life planning. Appendix A includes six descriptions of how leisure activities can enhance various life stages; these illustrations are called "leisure-in-action." A Charter for Leisure developed by the Symposium for Leisure that was convened in 1970 by the International Recreation Association is reprinted in Appendix B.

EXECUTIVE SUMMARY

Aimed principally at educational professionals—teachers, counselors, administrators, and vocational, career, and adult educators—this monograph provides a framework for considering leisure as an integral part of life planning. The introduction, based largely on a literature review, presents historical perspectives on leisure, discusses its relationship to human development, and provides some theoretical perceptions and definitions; the chapter concludes with "A Proposal for Leisure and Life Planning," which provides a rationale for discussing leisure in six life stages. Each of these stages is discussed in a chapter of its own, which indicates the most positive features of leisure at that stage and how various institutions can assist a person in taking advantage of the opportunities of that stage. The stages considered are (1) childhood, the awareness stage; (2) adolescence, the exploration stage; (3) young adulthood, the preparation stage; (4) adulthood, the implementation stage; (5) midlife, the involvement and reassessment stage; and (6) retirement, the reawareness and reexploration stage. Following the six life-stage chapters, a summary presents ten needs having educational implications for integrating leisure with life planning. Provided in two appendixes are, respectively, examples demonstrating innovative approaches to leisure and a charter of leisure. A list of references concludes the document.

Literature relating to the topic of leisure and life planning can be found in the ERIC system under the following descriptors: *Leisure Time; *School Role; Educational Planning; *Individual Development; Individual Needs; *Educational Responsibility; Educational Needs; Definitions. Asterisks indicate descriptors having particular relevance.

INTRODUCTION

Historical Perspectives

The Theory of the Leisure Class (Veblen 1934), originally written in 1899, is recognized by many as conceptualizing the modern idea of leisure. Veblen's work developed a framework for new thinking about leisure in terms of its economic relationship to free time and social class. The coming of the twentieth century has seemed to hail a new era for leisure as Veblen conceptualized it. A number of writers such as deGrazia (1962), Dumazedier (1967), Murphy (1973; 1975), and Kaplan (1975) have dealt extensively with the historical aspects of leisure.

Leisure has been a topic of concern to individuals for centuries. The "elite" citizens of ancient Greece were heavily involved in leisure pursuits, while the slaves were responsible for the work. As leisure ideas were transmitted to the Romans by the early Greek writers, the amount of leisure time available to workers began to rise, until the number of Roman holidays eventually reached 175 per year. However, as ideals about the nobleness of the work ethic were advanced, people began to spend more time at work and the employed again had limited time available for leisure. With the dawn of the Industrial Revolution, leisure time again began to increase due to changing technology. The postindustrial years have given rise to the work week of forty or less hours and to labor saving devices in the home, thus providing increased leisure time for all people. The increase in time available for leisure has been accompanied by organized efforts on the part of many professional groups that are currently seeking ways to assist various segments of the population with leisure concerns.

Relation to Human Development

Principles of human growth and development undergird every aspect of our lives—including leisure. The writings and theories of pioneers such as Erikson (1959), Havighurst (1972), and Levinson et al. (1978) have delineated the broad framework that gives direction to various institutional programs. We have come to accept the notion of *tasks*, *stages*, *phases*, and—lately—*seasons* of our lives. We see life from the perspective of a series of unfolding events influenced by external forces such as economical, political, and social conditions. Internally, we are directed by a series of physical, psychological, social, and intellectual phases. It is contended here that career is also a part of this developmental process. Career as discussed here is composed of work and leisure activities. Career development is thus a part of the larger human development process.

In viewing the developmental tasks from the leisure perspective, there are many different leisure tasks that an individual should accomplish at certain stages, but the leisure stages should not appear to be fixed and inflexible. It is possible for the individual who may experience difficulty in mastering certain leisure developmental tasks to return to earlier tasks in order to acquire the necessary foundation before attempting later leisure tasks. An example of this may be found in the seventy-year-old person who wants to make ceramic items but must first master some skills that might have been learned more easily in an earlier developmental stage. In essence, flexibility is a key component in all leisure developmental stages.

Perceptions of Leisure

There are a number of different ways to perceive leisure. Many writers see leisure as the opposite of work. Simply put: *Work is what you get paid for, leisure is what you don't get paid for*. Others, such as Neulinger (1981), view leisure as a more complex state of mind that is tied to a certain type of perceived experience. In this perspective, leisure is often viewed as a condition of the soul, not having any particular relation to time or other factors. In this view especially, the outcomes of leisure are the cultivation of meditation and the development of true spiritual freedom. DeGrazia (1962) viewed leisure as the state of freedom afforded by exemption from occupation or business—a state of being. Pieper (1964) described leisure as the basis of culture, a mental and spiritual attitude of nonactivity that brings inward calm and silence. In short, these visions of leisure take a classical approach that is most compatible with a philosophical framework.

Another major category of perception describes leisure as various recreational activities in which one engages. This position also embodies the idea that, unlike work, leisure is nonobligatory and is present in the absence of work. Certainly, there is a more practical view of how these two conditions relate to each other. Writers such as Kando (1980) have a background in recreation and see leisure as largely recreational in nature, that is, whatever people do by way of recreational activities and whatever they define as recreational. A special section in the *Journal of Physical Education and Recreation* entitled "Leisure Today" is a frequent forum for writers having this perspective—as well as for those who hold other points of view. Another way of stating this viewpoint was attempted by Dumazedier (1967), who indicated that leisure was activity apart from the obligation of work, family, and society, to which the individual turns at will.

A final consideration here may be the concept of free time or unobligated time that is central to having leisure. This means that once the biological necessities of eating, sleeping, and so forth are taken care of, then there is free time to do what is most appealing.

Because leisure was originally associated with the upper classes, money has frequently been considered a condition for leisure. Often, when individuals have plenty of time to devote to leisure, they have limited financial resources. For example, under- or unemployed persons may have ample time to spend on leisure activities, but little money to expend for them. Although many leisure activities do require money, fortunately there are others that are free or inexpensive. One of the goals of leisure counseling is to help individuals find activities that are financially feasible.

Another condition that influences the acceptance of leisure is social acceptance. Ideas about what is socially acceptable in the area of leisure have changed over time, thus giving individuals more freedom to choose activities. For example, attitudes regarding activities appropriate for each sex have changed considerably during the past decade, and thus it is not uncommon to see women participating in physical activities such as weight lifting or basketball, while men may be engaging in cooking or needlepoint.

In *The Lonely Crowd*, written over three decades ago, David Riesman (1950) called for more attention to the leisure needs of people in order to provide a means of life satisfaction in a society beginning to edge away from its almost total work orientation. Riesman suggested the need for avocational counselors to assist people in this search. Recently, Riesman's idea has been updated and expanded by a number of writers, including McDowell in *Leisure Counseling: Selected Lifestyle Processes* (1976); Overs, Taylor, and Adkins in *Avocational Counseling Manual* (1977); Edwards in *Leisure Counseling Techniques* (1980); Peevy in *Leisure Counseling: A Life Cycle Approach* (1981); and Loesch and Wheeler in *Principles of Leisure Counseling* (1982).

Obviously, there are many views as to what constitutes leisure, both in theory and practice, and only a small portion of them have been presented here. Because of the variety of viewpoints, it will be important to establish a clear definition of terms to be used in this monograph. A definition of leisure and related terms follows in the next section.

Leisure: Some Definitions

There is nothing mystical about leisure. It is a part of each person's life. As a matter of a fact, some people select a lifestyle in which leisure—and not their work—becomes a crucial focus. The two primary roles—work and leisure—complement each other. Most people will have significant roles to play in both areas of life. While work may be losing some of its importance, it is still the central means of earning an income, gaining an identity, having friends, and building a lifestyle. It can be argued that in the future leisure will take the place of the potential diminishing importance attached to work. The trends certainly appear to be taking this direction, even though, during the last decade, there has been a slowing down of the decline in working hours per day, per week, and per month. Some older workers are now resisting the drift toward earlier retirement. Some choose not to retire at all and to have the option to work as long as *they* want to. As usual, the signals about the future are mixed, but most people will probably continue to have a blend of *both* work and leisure in their lives.

The balancing of work and leisure can be accomplished better through an understanding of how they relate to each other and to the larger process of career development. The definitions offered here are an attempt to reconcile a number of related terms and clarify their meaning for educational practitioners.

- *Work* is conscious effort aimed at producing benefits for oneself and/or for others. It is centered around the human need for productivity. It is a concept that, while obviously encompassing the economic person, goes beyond this to the broader aspects of productivity in one's total life. Work values are a part of human values. To isolate one's work from other interests, values, decisions, and activities is to dichotomize a person's life.

- *Leisure* consists of relatively self-determined activities and experiences that are available due to having discretionary income, time, and social behavior. These activities may be pnysical, intellectual, volunteer, creative, or a combination of these.

- *Career* means much more than one's job or occupation. It is a "lifestyle" concept that also involves a sequence of occupations and leisure-related activities in which one engages.

- *Career development* is a part of human development. A person develops—from stage to stage—the awareness, exploration, motivation, decision making, and preparation for a particular occupation or leisure activity. In short, career development equals work plus leisure.

- *Career education* is an educational program that attempts to provide all persons (kindergarten through adult) with knowledge about the world of work and leisure, as well as about themselves and the impact of situational factors, in order to help people make rational career decisions and seek appropriate occupational training programs to implement those decisions.

- *Vocational education* consists of organized educational programs directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

These definitions are combinations and modifications of concepts advanced by McDaniels (1973), Kaplan (1977; 1978), and Overs, Taylor, and Adkins (1977). They introduce the importance of viewing work and leisure developmentally over one's life span. The concepts of work and leisure are dynamic, never static, as people are constantly changing. Children and adults need to see that leisure pursuits parallel work, and that both are part of career development. There is a need to understand how work and leisure develop through various life stages. Both can provide needed life/career satisfaction.

A Proposal for Leisure and Life Planning

The next sections of the monograph will concentrate on looking at some positive aspects of leisure through the life span. There are many ways in which life could be divided into stages, but six have been selected. Four or five stages would also have been a convenient way to arrange the periods, but a split of that nature would not provide sufficient attention to some major life phases. Of course, the stages must be viewed as flexible and not rigid. Individuals at one stage may go back to pick up activities that might have been learned more easily at earlier stages. "Backtracking" can certainly happen, but it usually requires a high level of motivation and a willingness to pay a special price for learning a new activity. In short, there are probably various times in our lives when certain leisure skills or experiences are more quickly acquired than others, but depending on the degree of mastery or involvement desired, most leisure activities can be tackled at any age.

What follows is a discussion of how leisure might be integrated into life development under the best of circumstances. The most positive features of leisure in each stage will be highlighted. There will also be an indication of how various institutions can assist people in dealing successfully with the opportunities of each stage.

CHILDHOOD—BIRTH TO TWELVE YEARS: THE AWARENESS STAGE

It is best to subdivide the stage of childhood into preschool and elementary school years, because in the first five years of life, the home is the major influence in children's development, but during ages six to twelve the school also becomes a factor. Childhood is an important stage because of the great opportunity to become aware of what leisure activities are available and to try them out.

Preschool Years

The preschool years are a time when children are developing all of their basic physical, social, and intellectual characteristics. It is a time when the formation of the self-concept begins. One aspect of the multifaceted self-concept is the leisure role, and it is fundamentally established in the preschool years. This period is when children develop perceptions of sex role behaviors and attitudes. It is a time for children to fantasize about what might be. It is a time of game playing, and a time when children become aware of the variety of leisure activities that are available to them. Most of the learning that takes place during this period will be somehow related to leisure, since there is no work in the accepted sense of paid employment. The relationship of work and leisure can be introduced by family or by other adults with whom children come in contact.

The major influences on the leisure interests of the preschool child will be parents, relatives, friends, and early childhood educators. These significant people will serve as role models. Parents and significant others in children's lives can and should encourage them to take part in leisure activities. Of equal importance, perhaps, is seeing adults as people who are also interested in and participate in leisure. Adults can talk about their leisure interests and activities, as well as discuss children's interests in them.

In this awareness stage, introducing a wide array of leisure activities is a paramount task. This is a good time, for example, to introduce physical activities such as hiking, camping, backpacking, or simply walking together. The preschool years are the best time to learn to swim, since some authorities feel that children can swim before they can walk. The family, neighborhood, or preschool setting is also a good place in which to make children aware of various games, at first by watching others play, then by taking part themselves. During this stage, children can begin to see the intellectual aspects of leisure. One way to build intellectual appreciation is through the introduction of reading activities. Being read to will stimulate children's interest in reading and help them perceive reading as an enjoyable leisure activity. Developing *awareness* of a variety of leisure pursuits is the goal here, rather than selecting specific preferences or focusing on skill development.

Outings can provide a convenient vehicle for leisure awareness. A trip to the playground can serve as an opportunity for children to learn how to develop basic motor skills, how to use equipment properly, and how to play with others. The playground can serve as an excellent

place to gain a sense of body characteristics and movements. Overall, this type of involvement at an early age can help create an awareness of the role of leisure in good physical health, *and* the importance of leisure to significant others in children's lives.

Music can also create significant leisure awareness in the preschool years. Here, the introduction to music through records, television, radio, or simple musical instruments can initiate the appreciation of music. Singing to children as well as involvement in group singing assist in what may turn out to be a lifelong interest and satisfaction. When children are old enough, going to outdoor concerts, school music programs, movies, and musicals can also contribute to the development of their appreciation for listening to and enjoying music.

This is a natural time for the introduction of various home-related activities that can carry through life. For example, children can be made aware at an early age of the joy of cooking by helping with food preparation. They can help with simple home repair and maintenance, using easy-to-handle tools. If a yard, garden, or window box is available, children can be involved in seeing things grow, and can take part in the planting, tending, watering, and harvesting processes through the seasons of spring, summer, or fall. The lifelong enjoyment of these activities can best be appreciated if the awareness of their great potential is developed early in life. Parents, early childhood educators, and other adults can develop children's discovery of their own likes and dislikes by making them aware of the activities available, encouraging them to take part, and helping them decide what to pursue further, based on the experience.

In brief, the preschool years are important building blocks in the establishment of leisure awareness. During this stage, children can begin to learn about the wide range of leisure activities, as well as what they like and dislike, what is fun for them, and what is not. They will also have an opportunity to observe adult values in relation to work and leisure roles played by the significant people in their lives.

Elementary School Years

The elementary school years, roughly ages five through twelve, are a time of expansive opportunities for leisure awareness. The basic human physical, psychological, intellectual, and social dimensions and capabilities grow at a rapid pace during this period, and new activities can be introduced. Usually, eye-hand coordination improves; manual dexterity and small and large muscles come under control. Elementary school-age children need to be made aware of a wide range of leisure-related activities, events, and experiences. They need the encouragement and the freedom to try out as many things as possible. They need to understand that not being good at everything is to be expected. They can learn about their different abilities and interests through leisure. In encouraging the development of leisure awareness, the multiple dimensions of children must be recognized, including their intellectual, physical, creative, social, artistic, and mechanical characteristics and interests.

If all of these dimensions are valued equally, then every child should be able to have some important and genuine success with leisure activities. The continued development of the leisure self-concept is important. There should be ample opportunity to test and refine likes and dislikes to fit into this larger self-understanding.

There are at least three major leisure-related concepts that children need to learn at this stage of development. The first of these is time. Children gradually will come to understand the past, present, and future, delay of gratification, how time is used, and how to manage their own responsibilities so they can enjoy leisure. The second concept has to do with breaking down

leisure stereotypes. It should be made explicit that *anyone* can enjoy *any leisure activity*. People in different occupations, social classes, and sexes can share common interests and participate in similar leisure activities. Leisure is not racist, sexist, or age biased. The time to learn this is in the childhood stage. The third important concept is that there is a wide variety of leisure activities open and available. Frequently, children have a very limited view of leisure. This period should be a time of removing the limits from that understanding.

The elementary-age child is old enough to gain leisure awareness from a wide variety of agencies and institutions—the school, religious groups, social organizations, recreation and parks groups, and community agencies. Of course, the family continues to be a major influence, but peers also take on increasing importance. The leisure interests of classmates have much to do with the child's interests. The school is in the central position to provide leisure awareness, since all of this age group are in school.

A positive approach to providing comprehensive leisure education for the school-age child was presented by Mundy and Odum (1979). Their book, *Leisure Education Theory and Practice*, outlined a model for implementing education for leisure. The March 1976 issue of the *Journal of Physical Education and Recreation* was also devoted entirely to the topic of leisure education. One of the articles described the National Recreation and Parks Association's (NRPA) Leisure Education Advancement Project (LEAP), including the Kangaroo Kit for elementary-age children (Lancaster and Odum 1976). Odum and Mundy's model, used in conjunction with the LEAP materials, makes available a solid package of ideas to the elementary school teacher wishing to engage in leisure education.

Examples of School-provided Leisure Awareness

Four examples of how the school can take an active role in each major aspect of leisure may serve to illustrate positive awareness activities.

Promoting intellectual development. Reading is one of the most obvious basic skills that an elementary school-age child can master. In addition to the accepted educational and potential occupational benefits to be gained from mastering reading, it can also be a source of lifetime leisure satisfaction. A study of the over-sixty population in Morgantown, West Virginia, (Ribovich and Erickson 1980) reported that those participants who were most satisfied with their reading activities were the ones who had established the reading habit early in elementary school. The members of this group observed that they were happy to have more time to read, as reading had been a means of gaining information and relaxation since childhood.

Word games, such as Scrabble and Anagrams, can serve the dual purposes of learning letters and words, and being introduced to cognitive games. The enjoyment of board games such as Sorry, Careers, and Monopoly seems to be established best in the early school years. The school may wish to make board games available to teach an appreciation for this useful source of fun and learning.

Teaching creative activities. Arts and crafts are an important part of the renewal of interest in our heritage. The appreciation for the contribution these activities have given to our culture can be introduced at an early age. The elementary school-age child needs an early and continuing exposure to arts and crafts. This awareness can be developed through history or language arts as well as in art classes. A local craft group might be willing to set up a leisure fair at an elementary school to help raise money for educational projects. Another way to create awareness is to bring a craftsperson—such as a glassblower, weaver, potter, tatter, painter, tole

painter, calligrapher, or silversmith—into the school for a day or a week. Demonstrations such as these provide an excellent means of showing how a leisure interest may lead to an occupation.

Developing physical abilities. Children need to have an opportunity to participate in physical activities. One ideal sport in which there is growing interest is soccer. Many people like it because it has an international appeal; and it is particularly good for children, since size is not a major factor in participation and boys and girls can both enjoy it. The elementary school is a good place to initiate a child's awareness of the game. Outside teams can be invited to come in to play a practice game. If there is a high school team close by, the children can be encouraged to watch a game there. Older youths can be invited to the elementary school to instruct in soccer fundamentals, if adequate teaching is not available among the faculty. Another possibility is to invite an adult who plays soccer to give lessons at the school. The faculty and students can learn together.

Playing soccer is a good outdoor physical activity. There is plenty of running. It involves good leg-foot coordination development and introduction to teamwork; there is potential for solo practice as well as small group fun. It is an activity that will carry over to later years. There are dozens of other physical examples that can be tried out, but soccer is one that has a growing appeal for children.

Encouraging volunteerism. As a useful service to fellow human beings, volunteering is an accepted practice in American society. The sense of importance attached to volunteering is normally gained early and develops and matures throughout life. Volunteering can, of course, be a source of major life satisfaction. It can be introduced in elementary classroom study in social studies or English through lessons that teach about the activity from an historical perspective. Elementary school-age students can be introduced to volunteering by models. There are dozens of ways to use volunteers in the schools, such as in art, music, and mathematics classes. In these days of tight budgets, they can be a saving feature to some instructional programs. Once children understand the concept of volunteerism, they can be given the opportunity to volunteer themselves. The school patrol is a visible example of students helping students. There are many places around the school where similar useful services can be rendered by volunteers, such as in the school nurse's office, library, administrative office, guidance office, cafeteria, after-school tutoring programs, and in classes such as art, music, and physical education. Children can be helped to understand how volunteering helps develop skills that can lead to future employment.

ADOLESCENCE—TWELVE TO EIGHTEEN YEARS: THE EXPLORATION STAGE

Adolescence, ages thirteen to eighteen, is the time when most individuals mature physically, socially, economically, intellectually, and emotionally. These traits all play a role in the development and expansion of the leisure activities in which people may engage later in life. Adolescence is also a time for exploring leisure.

The physical growth of adolescents is very obvious. During this period, young people approach physical maturity, but size is not the only physical change. They are also reaching full adult strength and coordination. Full development of sexuality is taking place. Fine finger dexterity is also present now. In general, adolescents become able to function physically as adults.

Adolescents are also developing social interaction skills. A new social awareness is emerging; social problems are perceived, perhaps for the first time. There are new opportunities to try out these skills, both with peers and adults. Group activities become more important.

During this stage, people may also begin to have paid work experience, which gives them the beginnings of economic independence. They may now have money to spend in ways that reflect personal interests. These first jobs also provide important information about the world of work.

Adolescents are also maturing intellectually and emotionally. During this period, they are expected to make serious decisions about both education and vocations. Typically, adolescents are involved in establishing a clearer sense of self-identity and self-concept. Although the family is still a very important influence, adolescents begin to break away and become independent persons.

The possibility for new and deeper life experiences now exists. Activities and interests all continue from previous years, but adolescents have the ability to participate more fully. Leisure concepts can emerge because adolescents are able to act independently in pursuing individual interests. Listening and seeing with a new maturity enables them to participate at adult levels.

Many activities that are begun at this age will continue throughout life. However, it may be that if interests are not developed at this point, they may be closed or at least more difficult to explore in later life. Noe (1969) stated that leisure is an instrument of social change that, during adolescence, forms one of the building blocks of one's value system.

The Influence of the Schools

The schools need to foster an awareness of the importance of the leisure potential for all youth. This can be done through classroom teaching, clubs, activities, and counseling.

Classroom Activities

The schools need to include leisure-type, not just employment-related, activities in the classroom. The vocational aspects of all subjects are extremely important, but the relationship of leisure to history, science, math, English, music, art, and physical education should be made explicit to students, both to engage their interest in the subject matter as well as to emphasize the importance of work and leisure as a part of career development and life. Some suggestions on how to do this follow.

Courses in the areas of home economics and industrial arts are generally regarded by students (and often by teachers) as vocational only. They could also be taught by emphasizing the leisure possibilities for *all* students, stressing the enjoyment to be gained from mastery of the competencies involved as well as the marketable skills. Both boys and girls should be encouraged to take either or both types of courses.

Students could examine leisure from a historical perspective, looking at people's leisure during various historical periods. History presents options for leisure activities through an interest in such things as a specific historical era or location, antiquing as a hobby, different kinds of collections, travel, or archaeological digs. Almost anything that students are interested in will have a history—e.g., music, games, art, volunteering.

Courses in English can introduce students to several leisure pursuits. Reading can be pursued just for enjoyment or in order to learn more about something in which the student is already interested. Adolescents can be encouraged to write journals, stories, plays, poems, or movie scripts for their own enjoyment. They can go to lectures or poetry readings for their own pleasure, as well as sharpen their observational skills through attendance at plays, and movies, and by watching television.

A student who has a butterfly collection or who is interested in rock displays should be able to add something to a science class, even if unable to excel in the traditional verbal methods. Science could introduce students to new possibilities for leisure time as well as add dimensions to already established interests.

Extracurricular Activities

School clubs and activities provide an opportunity for students to learn about leisure concepts and give them a chance to try out interests. Athletics are a major thrust of many high school activity programs and should be designed to offer equal opportunities for all students. At this age, the chance to participate actively and learn how to play a sport teaches the skills people can use in a lifetime of leisure activity. Participation can also lead to greater enjoyment as spectators in later life. Individual activities such as bowling, skating, skiing, jogging, swimming, hiking, and golf also need to be promoted.

Equally important are competitive nonphysical activities. For adolescents, music often involves not only individual skill but also progression in comparison to other students. This can be true for playing musical instruments as well as for singing. Often there are tryouts for musicals, the choir, and the band, in addition to opportunities for participation in school or community music offerings, regardless of skill level or ability. Debating and public speaking also provide an area for competition in the high school that can lead to leisure activities in later life. At this age, students are interested in and able to participate in games such as backgammon, chess, and bridge. These activities are also easily continued into later life and may become major leisure outlets.

School-related Work-Leisure Experiences

Adolescents can participate in part-time work experience through the school or school-related programs, or by obtaining jobs on their own. Jobs give adolescents practice in managing their time, since they will need to allocate it among school, work, and leisure. Jobs may also help adolescents learn to budget money. Part-time work at this age can be an opportunity to try out career and leisure interests. Students may be able to find jobs related to leisure interests. In this way, leisure activities that they have developed in earlier years can play a role in their occupational exploration. Part-time work may confirm that a person does not want to pursue an area as an occupation, but would prefer to retain it as a leisure activity.

Peer Influence

Through leisure activities with peers, adolescents have many opportunities to participate in social interactions, a great many of which are carried out in groups. They may explore new interests with friends and talk with them about leisure activities. Involvement in leisure also provides a way to meet new friends. Real sources of peer satisfaction may emerge from excelling in a leisure activity such as singing, dancing, writing, building furniture, and cake decorating. Adolescents frequently feel a great deal of peer pressure to do some things and not to do others. Interacting with peers through leisure activities helps to develop such qualities as leadership and teamwork, and may help adolescents to become at ease in social situations.

At the end of this stage, adolescents should be able to function autonomously. Either alone or in groups, they should be able to initiate and carry out activities without adult management. This self-reliance increases the ability to follow interests and to participate in-depth in leisure activities.

Family Influence

Although adolescents become increasingly independent, the family is still the single most important influence. Parents continue to function as models, and adolescents continue to derive many important attitudes about the use of leisure time from their parents. Parents may still expect adolescents to participate with the family in leisure activities, and this expectation may be a source of friction. Some activities, such as travel, may be allowed only with the family. Parents may determine the pace of out-of-school interests by setting time limits on activities and making judgments on what activities are and are not appropriate for the adolescent. The parents may also play a role in nonschool activities through their use or non-use of community resources. Adolescents will confront the values of their families regarding leisure. The presence, as well as the absence, of leisure activities poses a challenge. For a more detailed account of how the role of the family in leisure unfolds, see Hummel and McDaniels' (1979) *How to Help Your Child Plan a Career*.

Influence of Nonschool Agencies

Adolescents have many opportunities for group involvement through organizations that are not related to the schools. These groups include community agencies, religious organizations, YMCA or YWCA, Scouting, Youth Clubs, and 4-H. When adolescents avail themselves of these resources, they establish a pattern that may carry over to later life. In many areas, the nonschool agencies rather than schools have traditionally been the main promoters of leisure activities for

youth. A new, stronger relationship is needed between school and nonschool agencies for the benefit of adolescents. A strengthened relationship heightens the opportunities and possibilities for young people, because they begin to understand that the community provides facilities and may expect that it will continue to do so. Having benefited from the presence of community groups and organizations, they may also work to support them as adults.

Through community groups, adolescents can learn new skills, be introduced to new ideas for the use of leisure time, and be provided with models who believe that the use of leisure time is important throughout life. Leisure activities offered by clubs and recreational groups range from primarily social activities to drama, art, music, crafts, and sports. Activities may involve large groups, as in play production, or may be pursued individually, as in painting. Adolescents often learn how to use certain skills in recreational groups, and then carry these out as adults on their own.

Communications technology and the media are important influences on the leisure of adolescents, both in how time is spent and in portraying possible uses of time. Television, movies, books, magazines, newspapers, video games, spectator sports, and the radio are all aspects of American adolescents' lives. Leisure habits established at this age can be carried on throughout life.

Implications for Counselors and Teachers

In order for teachers and counselors to feel confident in emphasizing the relationship of leisure to academic or vocational subjects, the topic must be included in preservice preparation programs. Besides instruction on the possibilities of leisure, preservice students in education and counseling need opportunities to expand their own interests and activities. They will be functioning as important models to their own students and should be able to do so adequately in the realm of leisure. It would follow that leisure education and leisure counseling in inservice training for teachers and counselors would also be appropriate.

Classroom and counseling time can be well spent in helping students to examine their personal leisure. For instance, students can keep a log of how they actually spend leisure time, and then compare that record with what they would really like to be doing. They can set goals that they would like to reach through leisure activities. The use of leisure should correspond with the students' own values. Interest inventories, designed to examine vocational interests, can also be related to leisure interests. Local inventories can be developed. Checklists of possible activities can help make students aware of the various activities that are available. An exposure to a variety of opportunities will make possible the selection that is most appropriate for the individual. Students should be encouraged to take advantage of the opportunities offered at this time in their lives to sample new activities and learn skills that will be of value to them later in life.

The school staff can facilitate collaboration with nonschool agencies. A large school may have difficulty providing enough opportunities for all students. For example, every interested student might not be able to have a part in a school play, but students could be made aware of community drama groups. This kind of referral would require that counselors and teachers be familiar with the resources in the community and judge their suitability for students.

When the school system recognizes that leisure activities are important to the total development of the individual, then all of the capabilities and talents of students can be encouraged. The world does not reward people only for the intellectual talents recognized by

educational institutions. People are also valued because they can make other contributions. Teachers and counselors can use leisure activities and interests to make all students feel that they are worthwhile and successful people by recognizing and encouraging all forms of abilities and talents.

Classroom activities can relate coursework to leisure. Students can be encouraged to contribute on the basis of their leisure interests. A student in a history class who has sewing or designing abilities might research an historical period and then dress dolls in the appropriate costume for that time. In a math class, a student might be able to examine the geometrical configurations in clothing. Another student who is interested in art could examine the importance of accuracy, measurement, angles, and geometry through string art. While it may be impractical to do this with every lesson in every class, it does give students a chance to demonstrate their individual and varied leisure activities. For a systematic appraisal of such activities, teachers can use the Kangaroo Kit from the National Recreation and Parks Association (Lancaster and Odum 1976).

Teachers and counselors need to share their own activities with students. The biology teacher who shares a camping experience with students, either by taking them along or telling them about the camping trip, is teaching them how the study of biology relates to one's own leisure time. A chemistry teacher who loves to cook could point out the relationship between chemistry and cooking. In the same way, a history teacher who goes on archaeological digs could share an artifacts collection with students. Because teachers are also role models, it is important that they reflect their private interests through their professional teaching lives.

Because of the structure of the educational system, students are expected to make both educational and vocational decisions during adolescence. Teachers and counselors should be helping students examine the relationship between leisure and work at this time. Students can be helped to see how a leisure interest could be related to an occupation. They can also choose an occupation that will allow them to continue their preferred leisure activities. However, before they can make a choice, they must be aware of the options open to them. It is simply not enough to expose students only to information about the world of work and ignore the world of leisure. Adolescence must be a time for exploring both.

YOUNG ADULTHOOD—EIGHTEEN TO TWENTY-FOUR YEARS: THE PREPARATION STAGE

As young adults, from ages eighteen to twenty-four, individuals reach what may be the crest of physical, intellectual, and social development. They also have the increased freedom to make decisions about how to spend their time. Young adults probably have fewer financial responsibilities and less commitment to or investment in jobs, so they have greater freedom to participate in leisure activities. Furthermore, education becomes a personal choice (leisure pursuit) for the first time, since it is now an option and not a requirement. Adult education, higher education, vocational education, correspondence study, and the military are just some of the educational options open to young adults. This period is also a time for risk taking and exploration. Young adulthood is a time for trying new things and testing new possibilities. Leisure activities can aid this exploration process. It is a time of preparing for a lifetime of leisure activities in the transition from school and parental influence to a lifestyle of personal choice. Young adults seeking employment may use the available time to prepare for productive work or to engage in leisure activities, or some combination of both.

In most communities, the number of young adults continuing their education as well as working is about equally divided. For those in some form of education beyond high school, there are quite different sets of leisure options than for those working full time. There are, however, interesting leisure opportunities in both educational and work settings. Some of the positive things that can be done in each setting are suggested in this section.

Young Adults in Higher Education

In the April 1980 issue of the *Journal of Physical Education and Recreation*, the "Leisure Today" section was devoted to a review and discussion of leisure opportunities on college campuses. Mobley (1980) suggested that a holistic view of campus leisure be taken by higher education administrators, since college-age persons are looking more than ever for a lifestyle direction while continuing their education. He urged colleges to assist in the development of leisure behaviors through a total concept approach that would emphasize such areas as the following.

- *Expanded student union programs.* Such programs would include more formal and informal opportunities to learn.
- *Campus music activities.* Both formal and informal opportunities should be included.
- *Theater and drama.* Many students can develop a lifelong appreciation for attending or taking part in plays and other dramatic productions in their college years.
- *Social programs, including Greek organizations.* Expanded social opportunities extend beyond parties to include more formal occasions with faculty, other students, and members of the university community-at-large, in order to establish a way of relating to all types of adults in social settings.

- *Residence halls.* An opportunity for developing leadership skills in organizing groups to accomplish certain tasks can be found in residence halls.

- *Intercollegiate athletics.* There is obvious benefit to the participants and spectators who take part in athletic programs, including varsity and club sports.

- *Recreation and intramurals.* On most campuses, intramural sports are a rapidly expanding area, and both men and women are active in a tremendous range of intramural events.

- *Art.* There is great interest today in classical art forms as well as craft types of activities, and students need the opportunity to prepare themselves for both appreciating and creating.

- *Volunteering.* Students have been involved in volunteerism for many years, with volunteer tutoring groups and service organizations providing a wide variety of help to the collegiate and local community.

- *Academic-related clubs.* The traditional foreign language clubs, such as German, French, or Latin, are examples of how academic areas can relate to organizational areas such as debate, public speaking, math tutoring, honor societies, and so forth.

Southern Illinois University (SIU) has tried to meet some of the social, physical, and psychological needs of students by organizing a Leisure Exploration Service (LES). The service was formed as a result of a cooperative effort among the Departments of Recreation, Student Life, and Guidance. McEwen (1979) reported that a needs assessment survey showed that many students were not satisfied with their leisure activities—in fact, they were bored with them. The study indicated there was a lack of information about what was available and that students did not know how to use their time. In response to this need, the Leisure Exploration Service was established, and enrolled over 2,000 students in its first round of workshops and 300 in advanced workshops. The group activities focused on a variety of mostly student-run and structured exercises dealing with values clarification, time management, decision making, and leisure-related options. SIU is trying to use this kind of broad-based campus effort to assist students in dealing more effectively with leisure in their present and future lives.

Texas Woman's University (TWU) has tried a somewhat different approach to preparing its students to deal effectively with leisure. Hudson (1980) reported that a Leisure Resource Room was established to serve as a campus-wide information center for area activities. The center was a place where students, faculty, staff, and the community-at-large could exchange information about events. The service proved to be an effective way to overcome one of the most frequent problems facing those who plan leisure activities and those who want to participate—how to contact each other. A clearinghouse such as TWU's Leisure Resource Room can serve as a way to translate student interest into an activity by providing information about what is available. A Leisure Hotline would be another way to accomplish this, as would newspaper notices and extensive bulletin board use.

The University of Oregon had success with a unique event called a "Leisure Faire." Wyant (1976) reported that the results of an extensive campus survey showed that students were mainly interested in three types of activity: (1) other-structured, those activities that primarily involved doing things in groups, such as working for political parties or advocacy groups; (2) inter-structured, those kinds of things a person does alone, such as photography; and (3) work-oriented activities, such as volunteering. The Leisure Faire was held in the spring. There was

good attendance throughout the day as students came to talk to, watch, and question a variety of fair participants. Among the most popular activities were hang gliding, kite flying, patchwork crafting, antique restoration, furniture making, printmaking, belly dancing, leatherworking, advocacy groups, volunteer groups, and political parties.

Young Adults at Work

Continuing education on a part-time basis can make many of the activities just mentioned available to young workers enrolled part time in two-year or four-year colleges. Young adults are, however, more likely to become involved with leisure activities through community- or work-related opportunities, including unions. The work setting may present the greatest number of avenues for taking advantage of this period of preparation before young workers enter into full-time adulthood with its increasing responsibilities.

Some large companies hire a full-time person to direct an industrial recreation program. Organizations may have recreational facilities available for employees. A company may have organized instruction and activity in such wide-ranging areas as archery, bowling, bridge, speed-reading, arts and crafts, softball, tennis, golf, music groups, chess, or checkers.

Another popular leisure activity arranged by employers is travel, including evening outings to local events such as concerts or ballgames, and longer trips to resort locations at vacation time. Many employers also support the idea of reimbursement for nondegree classes taken during or after regular work hours. Classes may provide an opportunity to prepare for a lifetime of leisure activities through adult or vocational education courses available from a wide variety of organizations, such as adult education centers, public school vocational education, private vocational education, employer-sponsored classes, recreation departments, unions, community colleges, noncredit home study courses, college and university correspondence study, individual instruction, apprenticeship instruction, civic or service clubs, community organizations, and church groups.

For young workers, there should be ample opportunity to continue leisure activities started in childhood or adolescence. This is a time of preparation for lifetime and lifestyle leisure activities that build on new interests or expand on older ones that are available because of newly acquired money, time, or social approval. It is also a time for young workers who are dissatisfied with their occupations to seek life satisfaction or to develop new work skills through leisure.

ADULTHOOD—TWENTY-FIVE TO FORTY YEARS: THE IMPLEMENTATION STAGE

The next life stage, adulthood, extends from twenty-five to forty years of age. Most adults in this age range are working full or part time, and their jobs may be instrumental in determining leisure pursuits and the time available for leisure. Job expectations can influence leisure, such as when an executive carries out business while playing golf, or when co-workers expect an individual to bowl or play softball with them. The types of company benefits or opportunities that are provided for leisure are also important. Whether the job is done essentially alone or in a group may affect the leisure activities that are chosen. Paid vacations may be a source of expanded leisure activities. Adults have the freedom to go just about wherever they want: archaelogical digs, singles camps, family vacations, camping, tours, or fishing. The choice is now essentially theirs.

A new potential for leisure comes to married adults through their families. Families can make leisure planning a part of their regular activities. It is also possible that family-oriented leisure pursuits can become a source of separate income production, such as growing an expanded garden, planting a tree farm, or forming a family musical group. Women or men who stay at home to care for children may find that there are useful opportunities for leisure activities through volunteering, and that these activities may help to keep their job skills current. There are, of course, adults in this period who quickly become disenchanted on the job and soon feel their work is dull, boring, or generally unfulfilling. In such cases, it is important to know that leisure may be able to replace work as a major source of life satisfaction. For some individuals, leisure is valued more highly than work. In this important period of life, leisure may begin to bring a whole new meaning to life. For fortunate adults, work and leisure complement each other and balance out life, both yielding equal satisfaction. For those not happy on the job, leisure may serve to provide the principal meaning for life.

This implementation stage of leisure development means that adults now have the opportunity to pursue leisure with considerable vigor. There should be ample chances to get control of time in this age period. If there are too many pressures and obligations, then some special effort to learn time management techniques in order to provide leisure time may be necessary. Many adults do struggle to have ample time to do what they want off the job. Best (1978) conducted several studies that showed that most workers surveyed would prefer more leisure time to more money. The respondents also indicated they wanted the time in larger usable quantities, such as—

- longer vacations,
- more paid holidays,
- four-day, forty-hour work weeks.

In general, the workers wanted to combine work and leisure over the life cycle. For example, younger workers preferred more time to take classes and older workers preferred shorter shifts

or shared time with another worker so they could have a more gradual transition toward retirement. In summary, workers in this study said they would trade pay raises and increased benefits for more leisure to do what they wanted.

A study by Owen (1976) of the gradual reduction of the work week over the years supported Best's findings. Owen found that a leveling out of the work week over the last thirty years has reduced the work week from sixty to forty hours. The indications are that workers want more time for leisure and are willing to trade money or benefits to get it.

There are other modifications in the work week that are being widely used in order to provide more free time. The best known of these are the following:

- *Shared time.* This is a situation in which two (or more) people fill one job slot. Each works part of the time, such as four hours a day for five days. Others work two days one week and three days the next, or work one week and then have one week off. Results indicate great satisfaction on the part of employees and employers with this approach.

- *Flextime.* This approach allows widely varied eight-hour days; for example, 6:00 a.m. to 2:00 p.m. or 10:00 a.m. to 6:00 p.m. Split shifts are also possible. A worker on flextime can attend classes, share child care with a spouse, or have extended time for a hobby. Extensive tryouts of flextime in the federal government have proven highly satisfactory.

- *Four days/forty hours.* Since the early 1970s, a four-day work week of four ten-hour days has been tested. High energy costs and increased worker interest in leisure are causing more companies to investigate this option. Generally, results have been favorable, even though a small number of employers have tried it and found that four-day work weeks did not work out for them.

Some adults struggle with all of the pressures in their lives and still find a way to balance most of the things they want or need to do. In some places, there are workshops that help to deal with work-leisure conflicts. Ripley and Neal (1974) reported on one such workshop used at the University of Oregon. They met intensively with adults for two weekends to help members in the group develop some career change skills, including both work and leisure options. They reported some positive results from their approach. Much of the content of the workshops was described in a self-help book by Loughary and Ripley (1975) to assist those who prefer to work alone. McDaniels and Hesser (1982) reported similar results that have grown out of adult career development workshops held for staff and faculty at Virginia Polytechnic Institute and State University. In the ten workshops held over the last two years, excellent results have been reported by participants who wanted to make either a work or leisure change. The point is that there are some good adult career development workshop models available that provide equal emphasis on both work and leisure satisfaction in people's lives over the age span.

Spreitzer and Snyder (1974) found that salaried workers in nonprofessional jobs tended to identify satisfaction more through their leisure than through their work. Where work was not satisfying, leisure was found as a type of compensating source of self-identity, through challenge-mastery-independence.

Many adults are also parents, and as such, have an opportunity to teach their children the meaning and value of leisure. Of course, adult family members can be enjoying their favorite leisure activities at the same time. Or, as is suggested in some examples in Appendix A, the entire family can learn or enjoy a new activity together. The adulthood period provides a key time in the life cycle for the family to live and learn together through leisure.

Kelly has done extensive research over the last decade on the relationship of families to leisure. In one of his early studies (1974), Kelly found that 63 percent of the activities adults enjoy have been learned with the family. He found that leisure socialization is a lifelong process, which was reflected by the adults who said they learned about leisure with the family. About half the members of this group stated that they acquired satisfying leisure pursuits as children with the family, and about half as adults with the family. Kelly related that family members mainly learn about physical and interactional types of leisure with others in the family at various times over the full life cycle, depending on the economic, social, or physical status of various family units. Finally, he reported that activities may come and go, depending on differing social and role relationships in the family. For example, youngsters may receive and learn about model trains as children, but put the hobby aside till age thirty when it is introduced to their own children. Now the activity may take on new meaning and rekindle an interest from childhood that is even more enjoyable the second time around.

In a study of family leisure in three communities, Kelly (1978) reported some interesting results. First, he found that the family is the main social context for all types of leisure. The study revealed that adults rank family-oriented leisure as most important to them, except for the solitary pleasure of reading. Second, adult leisure time is usually spent with other members of the family. The main reason given for this is desire for as many opportunities as possible for family interaction. Finally, a great deal of positive satisfaction is gained through family leisure. The family clearly is the focal point of the social context of leisure and serves an important function in the overall development of the family unit. The children and the parents both gain from a rich leisure experience shared together. Some examples of this could be—

- learning to play games together,
- learning a new hobby together,
- learning how to volunteer for community service together.

In short, the family is primarily the best setting for a satisfying leisure experience, regardless of the size of community in which one lives.

For single parents or unmarried adults, a somewhat different set of leisure options may be available in combination with or complementary to their work. Single parents may have a limited amount of time available for leisure activities, due to other responsibilities. They may choose to engage in leisure activities with other single parents in order to provide companionship for their children as well as for themselves. Unmarried adults with no responsibilities for childrearing may have more discretionary time and money available for leisure activities than single parents.

If single or married adults are not satisfied with their leisure, they may want to turn to various community agencies for assistance in leisure planning. Leisure counseling, a newly emerging speciality, is an option available in some areas to assist individuals in making appropriate use of their leisure time. The following writers have treated the topic of leisure counseling: Edwards (1980); Loesch (1980); Loesch and Wheeler (1982); McDowell (1976); and Overs, Taylor, and Adkins (1977). The Fall 1981 issue of the *Counseling Psychologist* was devoted entirely to the topic of leisure counseling.

Many of the recent developments in the young field of leisure counseling were summarized by Peevy (1981) in *Leisure Counseling: A Life Cycle Approach*. Peevy defined leisure counseling over the life cycle as:

that approach through which a person professionally prepared in leisure aspects of counseling attempts to help a counselee to accomplish the developmental tasks of each life stage through the selection and use of appropriate leisure activities. (p. 134)

The implementation stage of leisure development in adulthood is a time for turning activities and events into regular leisure happenings. Leisure may well be the focal point of life satisfaction in adulthood; at least it has the potential to fill many needs such as—

- release of tensions and stress,
- relaxation for either diversion or restoration,
- recognition for something well done,
- repayment of effort expended.

MIDLIFE—FORTY TO SIXTY YEARS: THE INVOLVEMENT AND REASSESSMENT STAGE

At midlife, ages forty to sixty, most people are at the peak of development in many continuous leisure interests. Whatever it is that people like to do, they probably do it with expertise, and they may find that family and friends turn to them as experts.

During the midlife stage, individuals may have a number of different experiences that will affect their use of leisure. For example, during midlife persons may experience job dissatisfaction if they perceive that a career peak has been reached and further promotions are unlikely. People can use leisure to alleviate this dissatisfaction. At this time, individuals may have more time to devote to leisure activities, due to children leaving the home, loss of parents, or a lessening of job responsibilities. More money may be available for leisure pursuits if the individual has reached the peak of earning power at the same time that family financial responsibilities have decreased. For the out-of-work individual, leisure may be the major or only source of life satisfaction.

Midlife is also the time when people begin to prepare both psychologically and financially for retirement, and this preparation involves a different kind of future orientation. If they develop leisure interests that can be carried on during retirement, then there will be some continuity from a full-time work life to a full-time leisure life.

Much of what follows in this section is taken from a monograph entitled *Leisure and Career Development at Mid-Life*, edited by Carl McDaniels (1976a). Papers by Stubblefield (1976), Harris (1976), Miles (1976), and McDaniels (1976b) examined leisure in relation to continuing education, vocational education, women and minorities, and career development at midlife. An amalgamation of these articles is given here with the authors' permission. (Articles by McDaniels, Miles, and Stubblefield also appeared in the June 1977 issue of the *Vocational Guidance Quarterly*, which was devoted to midlife concerns.)*

Leisure and Midlife—A Rationale

Leisure is especially important at midlife due to a host of changes which most people undergo at the time. These changes may involve all or part of the following: physical condition, family relationships, community support, work conditions, geographic location, aging parents, and so forth. These are of special significance because judicious use of leisure may now lead to—

- expanded opportunities on the current job,
- expanded opportunities for securing another job,
- expanded opportunities for more fulfilling leisure activities.

*See ERIC Nos. EJ 160 275-277.

These three main opportunities for redirection provide a significant challenge in understanding and working with people in this age group. For many people, midlife may be the first time in their lives that they have the opportunity to diversify—to develop themselves fully along some new dimension. Now they can enjoy something without worrying about whether the product or skills developed are salable in the job market.

At midlife there may be a series of major changes, and first among these may be the increased availability of money. This increase may be due to one or more of the following factors: (1) declining financial responsibilities to children; (2) increase in family earning power, perhaps because for the first time both husband and wife are working and one or the other may be approaching a peak salary plateau; and (3) diminishing obligations to make payments on a house, cars, or insurance policies.

A second major change may be the increased availability of time. Now individuals may have fewer requirements for what is done with their time—less need for moonlighting, overtime, working vacations, and so forth. Usually, they are earning maximum vacation periods with more money to enjoy them.

The third major change is the potential for new leisure activities that may open up through changing lifestyles. People in the midlife period in the 1980s live in a period of social acceptance far different than the one in which they grew up during the 1930s and 1940s. Now individuals may feel free to engage in a wide variety of activities that heretofore seemed closed off to them. So, as the percentage of forty- to sixty-year-olds in the total population increases to 40 percent, there are significant shifts that bear directly on the role of leisure in career development.

Midlife is not necessarily a time of positive change for everyone. A later section on women and minorities at midlife discusses specific problems with leisure implementation encountered by members of these groups, but a general problem for people in midlife may be a kind of detachment or disillusionment resulting from an increasingly technological society. According to the National Recreation and Parks Association (National Recreation 1981) the consequences of a technological society include—

- a sedentary life style, both at work and in the home,
- depersonalization in daily life,
- loss of opportunity to make decisions about the directions of one's life.

As a result of these consequences, the following tend to occur:

- Increased dependence on alcohol and drugs
- Increased rates of mental illness
- Increased family disintegration
- Increased levels of heart disease and related illness
- Decline in the level of productivity of the average American worker

In response to this malaise, NRPA has launched a major campaign for leisure involvement for all age groups called "Life. Be In It." The purpose of the campaign is to:

generate increasing public awareness of the values of recreation and one's life, through broadening their concept of recreation activity. A major [illegible] of the campaign is to get people to place such activity higher in the priorities of day-to-day life. (National Recreation 1981, p. 2)

There are two primary objectives of the "Life. Be In It." campaign:

1. To create an awareness of the importance of being active and get individuals to place activity higher in the priorities of day-to-day life

2. To broaden the concept of activity away from a narrow mind-set that views "activity" only in terms of strenuous exercises, toward one that includes a wide variety of leisure experiences that are inexpensive, can be done spontaneously, and require little, if any, special equipment or facilities. (National Recreation 1981, pp. 5-6)

As a part of the general milieu in which most people live, there are larger global influences that are generally positive in nature for an expanded leisure potential. For example, in spite of the high unemployment rate, a period of favorable economic stability creates a condition of encouragement for a wide range of new leisure activities, such as travel to vacation areas and resorts. Political conditions are closely linked to economic conditions. Just as politicians create more leisure by adjusting the calendar and the clock, they also create more public park and recreation facilities, better health care, and higher minimum wages, and set the overall tone for all employers through practices at the federal, state, and local government level (e.g., through such innovations as shared time and flextime, as discussed earlier).

In addition to these national factors, there are currently more favorable conditions with respect to educational policy directed toward adults in the midlife period. It is evident that employers are willing to pay for continuing education or union contracts that frequently include payment of educational benefits to members. Local and state governments are also willing to create more opportunities for adult education at convenient times.

In order to explore further the concept of leisure and career development at midlife, it is important to look at two major options—adult and continuing education, and vocational education—as well as some of the special problems of women and minorities.

Contributions of Adult and Continuing Education to Leisure at Midlife

The use of leisure as the occasion for continuing education is not a new phenomenon in the adult and continuing education field. Adult and continuing education have typically been distinguished from formal education, and adult learning from child and adolescent learning, in that most adult learning takes place as a part-time activity, subordinate to adults' major occupations, families, and other roles.

Adults who desire to use their leisure to further their career development in midlife will find a plethora of opportunities. Indeed, the most rapidly growing part of the educational enterprise is that of continuing education. Several factors account for this. First, it is commonly recognized that in our modern, complex society, people never really complete their education. Learning throughout the lifespan is a requirement, not an option. As Stanley Moses (1971) put it:

Our traditional approach to education has focused upon schooling as a required preparation for life, with its attendant diplomas and degrees a mark of required distinction

> for entrance to desirable occupations or professions. A "knowledge society," however, means that the new knowledge is constantly being created at a more rapid rate than ever before and that existing skills must be developed and relearned at various times during a person's life. (p. 31)

Second, formal education has become a credentialing process through which one passes to be certified as "fit" for employment. Third, higher education institutions have identified adults as the untapped market for higher education, hoping that these new students will permit colleges to maintain enrollment or, in many instances, to increase enrollment.

People can serve more than one purpose in pursuing continuing education activities. In describing human resource development activities for employees, Nadler (1979) used three concepts that are helpful in focusing on the purpose of continuing education pursued in leisure time for career development in midlife. These concepts are training, education, and development.

Training is designed to help people perform better in their current or newly acquired jobs. Through training for specific job performance, people can move up to more advanced levels or positions.

Education is intended to improve the overall competencies of employees in specified directions and beyond the jobs they presently hold. Education then has two foci: (1) to develop individuals generally, and (2) to prepare them for clearly defined levels or positions within an organization. Improvement of the general educational level may be necessary for promotion (i.e., a one-time jump to a higher level position), or for career development (i.e., part of a plan for continued growth over a long period of time to enable one to advance up the career ladder or to branch into other areas).

Development, a much less precise category than either training or education, focuses on releasing human potential to enhance the capabilities of the organization and of individuals for tasks and directions not clearly defined. Some development activities include (1) participation in organizational renewal programs, (2) study of the liberal arts to enhance cultural understanding, (3) cross-job exposure, and (4) learning in an area outside of job activities.

These categories are useful to individuals, personnel officers, and career counselors in planning those continuing education activities that can be pursued in discretionary time and that will have the greatest impact upon career development.

Where Continuing Education Can Be Pursued

Continuing education can be pursued in two principal ways: (1) through institutional or agency-organized programs for adult learning and (2) through self-planned and self-directed learning projects.

A plethora of institutions, organizations, and agencies offer organized adult learning programs that can be taken in nonwork time. Core institutions of education—public schools, junior and community colleges, and universities—make available an array of opportunities. Public schools provide adult basic education, high school completion programs, and vocational training. Community colleges provide two-year associate degrees and vocational training programs; many are offered at night and for the adult, part-time student. Universities now offer, in some instances, bachelor's degrees in the liberal arts specifically designed for the adult, part-time student. Graduate programs can be pursued on a part-time basis, both on the main campus and

at off-campus locations. Several institutions have organized external degree programs to serve those adults who need education that is free of the barriers of location and time. These institutions include the New York State Board of Regents, Empire State College of the State University of New York, and the Open University in Great Britain (Hesburgh, Miller, and Wharton 1973).

Opportunities for continuing education are available from peripheral institutions as well. These include programs arranged by organizations for their employees, members, or clients. Institutions with a major commitment to continuing education are government, business, industry, health care institutions, labor unions, and service organizations. Professional societies promote, encourage, and provide both formal programs and materials for continuing education. Many government programs for the disadvantaged include an educational component. Correspondence and proprietary schools are also major suppliers of continuing education. This brief listing of providers of organized programs of continuing education illustrates the serious response that major institutions make to the educational needs of adults who wish to pursue educational opportunities as the way to career entry, change, or advancement.

Persons at midlife are not limited to formal programs as the only means of continuing education. In many instances, they may choose to pursue self-directed learning projects, which may be the most efficacious means of continuing education. Such is the case when the primary consideration is acquiring knowledge or skills rather than credentials, when the learning is oriented toward a situation or enhancement of competencies in a life role, or when the learner possesses the competencies for self-managed learning.

Educational experiences may be organized, implemented, and managed by midlife adults with little or no assistance from the traditional providers of education. Such experiences may include library study, learning from resource persons, analysis and interpretation of one's own behavior, and participation in volunteer work.

Adults at midlife may find that participation in volunteer activities affords opportunities for career development. Volunteerism has become a highly sophisticated enterprise in which the needs, interests, and abilities of volunteers are matched with jobs, and many agencies using volunteers offer a variety of training programs, ranging from programs for job performance to general human relation skills. Persons who have delayed entering the job market until midlife can, through volunteer experiences, gain skills in meeting and working with people and enhance their own self-confidence. These experiences may be preparation for remunerative employment. Persons who feel that their work has confined them to a narrow range of activities and interests may enlarge their range of experience through carefully selected volunteer activities. Moreover, persons considering career changes may want to try out the new career through participation as volunteers. In some instances, the training received by volunteers becomes the preparation for paid positions with an agency or organization.

Contributions of Vocational and Technical Education to Leisure at Midlife

Historically, vocational skills have been used by adults during leisure time as recreational activities. In a study on the psychological structure of leisure, McKechnie (1974) identified 121 leisure activities engaged in by adults. The skills needed by individuals participating in 25 percent of these activities are taught in one or more of the traditional vocational and technical education programs. These activities include auto repairing, carpentry, electronics, mechanics, metalworking, woodworking, photography, ceramics, cooking and baking, designing clothes, flower arranging, home decorating, jewelry making, knitting or crocheting, leatherworking, sewing, weaving, gardening, and shopping.

An interrelationship exists between work and leisure preparation in vocational and technical education. Some adults during midlife engage in vocational-type leisure activities totally unrelated to their type of occupation. These avocations are pursued for pleasure and satisfaction; they are chosen for their own sake as leisure activities. Other adults participate in coordinated leisure, which is frequently carried over from interest in skills required at work (Kelly 1974). For example, machinists, seamstresses, cooks, or carpenters may choose to exercise their skills at home during leisure time.

The possibility of using vocational education programs to improve the quality of adults' leisure time during midlife is viable. Adults desiring to develop vocational skills for use during leisure time will find opportunities available through programs of vocational education such as vocational agriculture, vocational industrial education, industrial arts, vocational home economics, business education, and distributive education. Industrial arts and home economics will serve to illustrate the point, as follows.

Industrial Arts

Industrial arts is the study of technology (Olson 1961). Technology is the sum total of all that humanity knows and all skills that are utilized to develop products. Skills taught in industrial arts that adults could use during their leisure time include industrial drawing and design, woodworking, leather craft, jewelry making, artistic metalwork, graphics, carpentry, photography, and ceramics.

Adults interested in developing skills in sketching and drawing often enroll in drafting classes within the industrial arts program. The ability to sketch is not only important to engineers, drafting personnel, craftspersons and designers, but is also valuable as a leisure activity. Many objects sketched by adults are later constructed out of metal, leather, ceramics, or wood.

The study of graphic arts includes skills needed by adults who wish to participate in the leisure activities of papermaking, binding, photography, writing, drawing, and printing. Linoleum block and silk screen printing are of interest to adults with artistic talents. Adults interested in photography as a leisure activity could develop skills in film processing, printing from negatives, and making enlargements (Miller, Maddox, and Smith 1975). The study of ceramics includes skills necessary to produce whiteware, artware, and glass. These skills include cutting, forming, fastening, firing, and finishing ceramics (Lindbeck and Lathrop 1969). The industrial arts program offers many classes that adults will find beneficial in developing skills needed for many leisure activities.

Home Economics

Home economics comprises the group of related courses or units of instruction organized for the purpose of enabling individuals to acquire knowledge and develop understanding, attitudes, and skills relevant to (1) personal, home, and family life and (2) home economics-related occupations. Many of the skills taught in the home economics program are of interest to adults and can be used as hobbies or recreational activities. Gourmet cooking, flower arranging, knitting, crocheting, embroidery, food preservation, creative cooking, clothing design and construction, millinery, needlepoint, interior decoration, and macrame are a few of the popular leisure activity skills that could be developed through a home economics program.

Other skills obtained in the home economics program can go beyond contributing to an individual's leisure-time skills. Food preservation is a skill that many people have as a hobby, which can also serve as a money-saving activity. The savings thus generated can provide more money for other leisure interests. Home economics consumer education classes may contribute to effective money management that may in turn generate more resources and stimulate the individual to plan and provide for leisure activities.

Vocational Education and Leisure Studies

By integrating time, work, and leisure, adults are able to construct meaningful lifestyles. The prerequisites for various leisure activities are conditioned by an individual's time and work orientation and vice versa. How people can use leisure to contribute most to their happiness and the welfare of society is a question facing vocational education. Pleasurable leisure activities should be considered as a complement to work (Nash 1960). The employed as well as the unemployed need to make constructive use of their leisure time. Leisure activities are a human need.

Leisure provides time for many uses: to rest and relax, to daydream, to dabble with ideas, to listen to good music, to read, or to enjoy the best of the many mass communications media—radio, television, motion pictures, and others. Above all, leisure time should be an opportunity for men and women to make creative contributions to themselves and their society while engaging in activities using special skills, many of which can be learned in vocational education classes.

The wholesome use of leisure may be thought of in terms of satisfying a human need. It becomes an outlet for inner urges and drives. How men and women will use it becomes an important question. Increasingly, vocational education programs will be called upon to provide skill training for leisure activities.

The trend in the past few years has been for adults to participate more often in do-it-yourself activities such as gardening, home repair, craft, and minor construction activities (Kraus 1971). Vocational and technical education programs offer skill training for these activities. Because effective use of leisure time and preparation for work roles are interdependent, vocational educators need to assist adults in planning them. Vocational education can exercise considerable influence upon the styles of leisure that adults in midlife adopt. People may select and enroll in a variety of classes across several vocational programs. For example, an individual may enroll in a furniture refinishing class in trade and industrial education. A leisure interest such as this may later develop into an interest in opening up an antique furniture business—at which point the individual may enroll in a business management class through distributive education. The individual may use the skills learned in vocational classes to produce and market a product. Each vocational program has something to offer for leisure activities as well as for career development.

Implications of Leisure for Women and Minorities at Midlife

In the past, and to a large degree today, women and ethnic minorities are two subgroups of our population whose members have not reaped the full benefits of self-fulfillment and life satisfaction through work and leisure. This section will highlight problems that are central to the career development of women and minorities during midlife. The problems presented here are not intended to be all-inclusive, and may not be insurmountable if creative approaches to career development are implemented. It should also be noted that the problems discussed are not confined to midlife or to women and minorities. Although these problems may be more prevalent

among members of these groups, others will also experience them. Possible solutions to these problems will also be suggested.

The middle years are crucial years for all persons because career decisions are constantly being made. Decisions regarding work, retirement, advancement, school, and so forth are foremost in the minds of middle-aged Americans. The ability to live meaningful and happy lives may be commonplace for some midlife Americans who have been able to reap the benefits of career development opportunities. Yet, women and minorities have encountered problems. Some of these problems are—

- discrimination,
- lack of educational opportunities,
- lack of funds,
- lack of information concerning career options,
- lack of self-confidence,
- home-career conflict.

Increasing the leisure opportunities for women and minorities is not an easy task. Creative means must be sought by persons in the helping professions to assist in this endeavor. Some suggested solutions to the problems of these groups in terms of their leisure development ventures may be undertaken through the acceptable steps of the career education process. That is, we need to look for more ways to help women and minorities to (1) become aware of career possibilities, (2) explore career opportunities, and (3) prepare for careers. Some suggested solutions under each category follow.

Awareness Stage

A major problem confronting women and minorities is that of awareness of leisure opportunities that could provide self-fulfillment. The middle years may be a period when women and minorities have become "locked in" to occupations that provide little satisfaction. They may also feel that the job market really is not open to them and, therefore, they cease to explore new possibilities. This stage is crucial in that this is the time when people must be made cognizant of their options in terms of jobs, educational opportunities, and other self-fulfilling activities. The following are some ways in which awareness may be increased.

- *The establishment of human resource centers in areas that are easily accessible to the target population.* These centers must be staffed with persons highly competent in determining needs of adults, and who also have a thorough knowledge of the world of work and an understanding of the problems facing these groups. One example is the Women's Resources Centre (Thom, Ironside, and Hendry 1975), a program of the University of British Columbia Centre for Continuing Education. The Centre focuses on determining learning needs of women and designing informal short courses that can provide the requisite skills and attitudes for coping with the new options and the new behaviors necessary to adapt successfully to them.

- *Preservice and inservice training.* Training and development activities are becoming an integral part of most organizations. If the aim of these organizations is to develop human potential, more emphasis will have to be placed on making women and minorities aware of leisure opportunities that will enhance their growth within their immediate work environments. Leisure awareness activities can be structured into training activities geared specifically toward women and minorities.

- *Awareness through welfare agencies and other service agencies and organizations.* As part of their outreach activities, agencies that provide service to these groups can offer information concerning leisure options for these groups.

Exploration Stage

The exploration of leisure activities becomes especially crucial during the middle years. For women and minorities, the problem is compounded. The following are some suggested solutions to problems of leisure development.

- *Structured learning activities (classes).* After conscious efforts have been made to help women and minorities become aware of their potential for leisure in areas that could provide more satisfaction, they can be encouraged to take advantage of learning opportunities to explore their leisure interests. These opportunities are generally available through a variety of institutional settings. The crucial task of helping professionals is to enable these groups to explore the opportunities that best suit their needs. It is important that classes be scheduled in a manner that will accommodate primarily part-time students. Class flexibility and moderate fees should also be the rule when scheduling classes.

- *Arts and self-development activities.* The creative use of leisure time can serve as a springboard to greater life satisfaction. Many persons in their middle years find satisfaction through the arts, music, volunteer work, and hobbies. They may become interested in hobbies that could be a source of income during retirement. Thus, the creative use of leisure during midlife may be an important part of preparation for retirement for women and minorities.

- *Volunteerism.* Volunteering can also be a useful way of exploring careers. According to Loeser (1974), volunteer work can have significant positive effects on the leisure development of women. She stated that a woman may take up volunteer work with no other goal than to give service, or she may plan from the outset to use volunteer work as a bridge to paid work.

Preparation Stage

Preparation of women and minorities for satisfying leisure activities may take many forms. The emphasis of some persons may be on learning specific leisure skills. These persons will probably be interested in employer programs, vestibule schools, self-study, or community agency-sponsored programs that are designed to train persons in a short period of time for a specific leisure area. The obvious aim of these efforts is to help these persons gain satisfaction for themselves through meaningful leisure.

Others may seek short-term satisfaction through their leisure activities, but may find activities that have long-term economic significance. They may become involved in activities that may provide immediate satisfaction, but the greatest payoff will come in later years. For example, a person may learn basket weaving at age forty-five because it provides satisfaction during leisure hours. After retirement, the individual may open a small basket shop as an additional source of income.

Women and minorities should have the opportunity to engage in leisure which is self-actualizing. Creative approaches to preparation should be implemented to deal with their special problems. Two suggested solutions follow:

- *Establishment of leisure development or human resource centers.* These centers can encompass a variety of activities related to awareness, exploration, and preparation. Structured classes focusing on skill development could be a vital part of such centers.

  The Human Resources Development Center of Tuskegee Institute is an excellent example of an effort to provide the necessary skill development of rural, underprivileged adults. Other colleges and universities, as well as state and local governments, are also becoming aware of the problems and are developing innovative programs to deal with them.

- *Assertiveness training programs.* Women and minorities have a long tradition of exclusion. Therefore, they may not have developed the self-confidence needed to take advantage of new opportunities that are available to them. Assertiveness training is one approach that might help to alleviate the problem. The focus of assertiveness training is on improving communication skills, interpersonal relations, decision-making skills, and so forth. This training could be part of the regular preservice and inservice training activities of many organizations and/or a necessary phase of special programs for women and minorities who wish to take fuller advantage of their leisure options.

RETIREMENT—SIXTY YEARS PLUS: THE REAWARENESS AND REEXPLORATION STAGE

The retirement stage involves total identification with and fulfillment of the desire for leisure. Work is or soon will be only a memory. Time is now available—vast amounts of time! For some people, there is more time than they know what to do with. For the first time, leisure activities can now provide individuals with alternatives for the use of time. While there is an increase in discretionary time, money may not be readily at hand. The retired person's leisure activities may change simply because of a reduced income; individuals may no longer be able to afford the things they previously enjoyed. The availability of resources in the community can also affect the retired person. Some communities have practically nothing to offer in terms of leisure activities for retired people. Others, especially retirement communities, provide an abundance of opportunities for leisure activities and for the development and pursuit of leisure interests. One's work-related volunteer activities such as civic clubs, unions, professional associations, or other groups may provide a new source of leisure satisfaction upon retirement.

The best preparation for retirement is a carefully planned change over a period of years, so that there is no dramatic shock in the transition from full-time work one day to full-time leisure the next. If work has given the person satisfaction, then leisure should provide the same satisfaction. The transition from full-time employment to retirement will be made more easily by those individuals who have developed leisure interests throughout their lives.

In a study by Tinsley, Barrett, and Kass (1977), it was reported that leisure activities contributed significantly to life satisfaction. This study was replicated and expanded by Tinsley and Kass (1978) with essentially the same results, including the fact that males and females both reported similar high satisfaction from their leisure. This study gave further insight into what types of satisfaction were sought and found in leisure:

- Catharis
- Independence
- Recognition
- Reward
- Exhibition
- Activity
- Ability utilization
- Tolerance
- Getting along with others

In planning for the retirement years, it is important to bear these sources of satisfaction in mind. Some ways to satisfy these needs are described next.

Travel and Education

For many retired individuals, the freedom to travel and visit is finally available—if they can afford it! Older adults are frequently offered special rates as an inducement to travel. There are

increasing efforts to provide group rates on bus and airline tours, and reduced admission and travel rates are often made available. In addition, some motels have special rates for retired persons to make overnight accommodations more attractive.

Another attractive leisure opportunity for retirees is the Elderhostel, which combines education and travel. Eisenberg (1980) described the Elderhostel program in his book, *Learning Vacations*. This program, open to anyone sixty years of age and over, consists of a series of week-long programs offered in colleges, universities, and boarding schools throughout the United States and Canada. Through Elderhostel sessions, a wide variety of courses are available on topics such as modern art, world hunger, the great books, and so forth. Normally, each course is noncredit with no prerequisites, no examinations, no grades—just the joy of studying and learning together with some people of the same age in a comfortable educational setting. Most of the participants live in dormitories, sharing a room with a spouse or other elderhosteler. Meals are served in campus dining facilities. The usual charge for a one-week stay is around $130.00 per person. Eisenberg described other similar opportunities in his book, and an illustration of a typical program, the Ferrum (VA) College Family Leisure Learning Vacation, can be found in Appendix A. Finally, many states now allow retirees to study tuition-free at state-supported institutions. This literally opens up the whole world of higher education to older persons. With these kinds of opportunities there may be more pictures of sixty-year-olds receiving degrees in graduation exercises each spring.

Hobbies

Retirement is proposed in this monograph as the time for leisure reawareness or reexploration. There is no better way to become aware and to explore than through hobbies. At retirement, people may continue on an expanded basis a hobby started earlier and may move to the optimum level of involvement. Some people may renew an interest in a hobby that had been put aside for many years, now that more time and options are available. Still others may jump at the chance to try their hand at something brand new.

There are many ways to get involved with hobbies. Some people prefer solitary activities that they can learn through self-instruction and carry out on their own. Others prefer to go to a community center or a senior citizens' center to learn from specially trained staff and enjoy their hobby in the company of others. These classes range from ceramics and drawing to millinery and quilting, from horticulture and small garden cultivation to aerobics and hiking. In most communities, if there are enough people interested in a topic, a class can be formed through some agency. Some of the most satisfied retired couples are those who are able to take part in an activity together (for example, square dancing), or use a hobby as a source of income (for example, quilting). When the hobby can be enjoyed together and serve as a money maker, it provides a double reward. A couple in their early sixties looking forward to retirement in a few years serves as a good example of how this might work. The couple has recently discovered a mutual interest in collecting, restoring, and selling antiques. Thus, they are planning for their retirement with a few years' experience in a hobby that can easily become a source of income.

Volunteering

The idea of volunteering is a fundamental part of the basic concept of leisure that is fostered in this monograph. At retirement, there is much that people can contribute to others because of their years of developing skills and abilities. They have rich resources to share that can provide a reward both for the retiree who shares and for the person who receives the assistance. Hayes

and McDaniels (1980) have spelled out a plan for making volunteering through leisure a development process throughout the life span.

Volunteering can be a major source of long-term satisfaction. When budgets are tight, there is an increased need for volunteers to step forward from the ranks of the retired to lend a helping hand. The opportunities to make a contribution are almost endless, but here are some examples:

- Reading to blind students
- Visiting shut-ins
- Joining the Peace Corps or VISTA
- Becoming a high school tutor
- Participating in a foster grandparents program
- Volunteering as a hospital aide
- Teaching art, music, dance, etc. at a community or neighborhood center
- Cooking at a summer camp
- Playing games at an orphans' home
- Coaching in Little League

People who keep active in their retirement years increase their chances for keeping healthy and expecting a long life. Doing nothing is probably the worst possible choice, so a full range of volunteer opportunities needs to be provided for the leisure of those who have retired. Volunteering may be the best thing a retiree can do, whether it is delivering mail to patients in a hospital or teaching marketing skills to a group of mountain quiltmakers in Appalachia.

A forgotten dimension of volunteering at any age is the valuable experience it provides as a training ground for later income-producing activities. An example of how this has worked in one family follows. A husband was partially disabled in his sixties and forced to take early retirement. He and his wife learned to quilt by going to classes and studying self-instructional materials. They eventually gained enough confidence in their quilting that they volunteered to instruct others in the basics of the craft. After several years of volunteering, they received numerous requests to conduct classes and workshops using their particular method of instruction—for a fee. They eventually were able to realize a substantial income from their teaching program, as well as through the sales of their quilts in a cooperative they helped to establish. In short, volunteering can be more than just a way to pass time.

Clubs

Civic service and community clubs can also be a source of significant leisure satisfaction to retirees. An example is the retired teacher and member of a local Rotary club who has not missed a meeting in fifty years. In addition to attending his home club meetings on a regular basis, he attends three other clubs' meetings in the area on a weekly schedule—a total of four meetings per week! Why? He really enjoys the fellowship, the programs, the opportunity to give

service, and most of all he has a reason to get out of the house and maintain an active interest in something he has enjoyed for over a half-century. The story of a Roanoke (VA) Kiwanis Club in Appendix A gives further testimony to the potential leisure fulfillment that clubs can provide.

Another example of the value of club membership is the sixty-year-old woman nearing retirement who has recently joined the local Sweet Adelines, a women's singing group. It has been years since she has sung, but she wanted to get involved with a club that performed a useful service in addition to being a source of genuine satisfaction to its members. She found the right group and is happily looking forward to retirement when she can spend more time with the Sweet Adelines. Local chapters of the American Association of Retired Persons (AARP) can also provide a leisure outlet for their members through a wide variety of activities. The AARP meetings are usually planned around a meal and a speaker, with plenty of time for visiting before, during, and after the meeting. Clubs may also provide a convenient way for retirees to maintain physical fitness through group exercise and diet. There may be morning walks together or workouts three times a week to keep in shape. Clubs that focus on physical fitness may also sponsor team and individual sports for members and guests. They may also take the leadership to hold "Senior Olympics," a growing phenomenon which provides an opportunity for retirees to enjoy track and field events especially tailored for them. In such activities, every "body" is a winner just for coming out and taking part. With the growing interest in physical fitness and health, this type of club may be the most popular one of the future.

SUMMARY

This monograph contains a brief review of the historical perspectives related to leisure. There is also a discussion concerning the relationship of leisure to the human development process over the life span. Some of the various theories of leisure are presented, along with some definitions that serve to identify terms clearly. The main thrust of the monograph is the presentation of a proposal to make leisure a more important part of life planning. This is done through a series of six life-stage discussions showing how leisure can be an important part of each age period. Appendix A contains illustrations of "LEISURE-IN-ACTION" that demonstrate how various people have used creative and innovative ways to bring satisfaction to their lives through leisure.

The following are implications for action regarding the integration of leisure into life planning.

- There needs to be a greater recognition of the importance of the role of leisure in all lives. This means that the professional educator should become a strong advocate of leisure education for kindergarten through the adult years.

- There needs to be policy support at the national, state, and local levels in favor of increased emphasis on leisure in life planning. This support should make it clear that the time has arrived for all educators to give full attention to the development of worthy leisure activities by all citizens over their life span.

- There needs to be more research on the topic of leisure especially as it relates to work and the larger concept of career development. Currently, there is a dearth of research dealing with leisure. Much of the literature contains personal viewpoints or program descriptions.

- There is a need for educators to focus more attention on individuals whose use of leisure is exemplary. Outstanding role models should be brought into the schools as well as highlighted in various curriculum areas.

- There needs to be strong support in the schools for leisure education such as that advocated by Mundy and Odum (1979), as well as the national campaign sponsored by the National Recreation and Parks Association's Leisure Education Advancement Project (Lancaster and Odum 1976) and the "Life. Be In It" program. (National Recreation 1981)

- There needs to be a much greater commitment on the part of vocational educators to teach leisure skills to all who want to acquire them. Vocational educators can make a significant contribution to personal leisure satisfaction for millions of people if they will share their expertise more widely.

- There needs to be strong support for leisure by all adult educators. They should become active advocates of worthy use of leisure time by the adults with whom they work.

- There needs to be greater acceptance of a broad concept of career education that incorporates both work and leisure. Leisure education is an important component of career education that should be fully implemented.

- Counselors need to have a greater awareness of the leisure-work relationship in career development. Counselors need to understand leisure development and develop programs to help individuals with leisure planning.

- There needs to be a dialogue among all educators on the role of leisure over the life span. Currently, the discussion is led mainly by people in the recreation and leisure fields. The base needs to be expanded to include teachers, counselors, administrators, and vocational, career, and adult educators.

APPENDIX A

ILLUSTRATIONS OF LEISURE-IN-ACTION

Family Leisure Learning Vacation Program

For almost a decade, Ferrum College, located near Roanoke, Virginia, has operated a successful Leisure Learning Family Vacation program. The program is an excellent example of how children can develop good leisure habits. Family members may choose to participate in activities as a family, such as learning tennis together, or go their separate ways, each involved in activities of his or her choice. In the summer of 1981, there were nearly 300 families in attendance.

The Program

Open spaces of mountains, valleys, and lakes make Ferrum College an ideal spot for a diverse, relaxed educational experience. Leisure Learning Family Vacations combine the recreational resources of the area with the numerous educational opportunities available at Ferrum College. With the exception of credit courses, educational programs are included in the vacation package at no extra charge. Seminars and lectures are offered both morning and evening, with tours and excursions arranged when interest is sufficient. The library contains over 75,000 volumes and audiovisual instruction is available.

Something for Everyone

Horseback riding on mountain trails, hiking, tennis, and discussion of topics of interest are some of the activities available. There are twelve tennis courts, six of which are lighted, a gymnasium, an indoor, olympic-size pool, a track, and two softball fields. Athletic equipment and children's games are available through a checkout system. Children's arts and crafts, macrame, nature walks, and educational movies are offered according to demand, and the college will pack lunches for individuals who wish to strike out on their own.

Families stay in air-conditioned suites in college dormitories and eat in campus dining halls. Many families return for several summers due to the positive results for their family from such a comprehensive program. From the college's point of view, the program is not only an excellent use of faculty and facilities over the summer months, but also a way to provide important human services. In recent years the program has been oversubscribed. Its popularity is the proof of the program's success.

Run for Your Life

The following is a brief description of the origin and development of an athletic club for young people by John and Gail Gregg. It was a constructive activity which involved physical, creative, and intellectual aspects of leisure for adolescents.

> The creation of the Chapel Hill/Carrboro (North Carolina) Pacers, a track and field club for local young people, was spurred by the lack of a running program for children in the community. Since our son, age eleven, was interested in track competition, we concluded

that the only way we could provide him with local track meets was to start a local running program. In the spring of 1977, we approached the organizers of a program in a neighboring community about forming a satellite club that would be officially a part of their organization. Fifteen local boys and girls responded to a notice that appeared in our local newspaper and the Chapel Hill Center of the Raleigh Junior Striders was born. John, with extensive experience in track and field, was the coach, and Gail was the administrator. Dues for the participants were set at $5.00 per season, and there were two seasons each year—spring track season ran from March through July, and fall cross-country season ran from September through December. Both seasons revolved around preparation for the Junior Olympics competitions that were held for young people up to the age of eighteen. Two practices were held each week, and meets with other area clubs were held on the weekends.

By the spring of 1978, over 100 local boys and girls were participating, and we felt that the creation of an organization separate from the Junior Striders would be in their best interests. The decision was made to create the Chapel Hill/Carrboro Pacers and to continue the same basic type of organization, but to place less emphasis on excelling in competition and more emphasis on the personal development of the individual. This goal was achieved by awarding "personal record" ribbons to each child who bettered his or her performance in any event. The "personal record" ribbons were very successful in encouraging participation by children with a broad range of abilities. By the fall of 1978, over 200 local young people were actively participating in the Pacers.

The creation of the Pacers required a significant shift in organizational duties from those required by association with the Junior Striders. The first major duty was to become incorporated as a tax-exempt, non-profit organization so that we could receive tax-deductible contributions. That required drafting articles of incorporation and by-laws and finding a lawyer willing to donate his time for our incorporation. Designing a logo required the volunteer efforts of an artistic friend. The ongoing duties of ordering t-shirts, shorts, warm-up suits, and ribbons required contacting different suppliers, evaluating quality and prices, and ensuring that orders were placed with adequate lead time (up to six months for t-shirts and warm-up suits). There was also the need for adequate supplies of results forms, registration forms, and first aid items. Equipment required included starting guns, stop watches, bullhorns, high jump bars, tape measures, shot-puts, and discs. Travel to the more distant Junior Olympics meets required making motel reservations, chartering buses, purchasing plane tickets, renting vans, and finding willing chaperones. The expenses of purchasing the equipment and supplies, and the need to subsidize partially the travel costs of the participants (so that participation would not be limited by family financial status) resulted in a need for some major fund raising activities and soliciting support from local business organizations. The maintenance of statistics on each child's performance for personal record ribbons and the writing of the ribbons was a major clerical task. In order to keep parents informed of the meet schedule and fundraising activities, a weekly newsletter was prepared. When it was discovered that distributing the newsletters at practice did not ensure that parents would receive them, we began an eighteen-month battle with the U.S. Postal Service to obtain a nonprofit bulk mail permit. Without the intervention of our congressman, the permit would probably not have been obtained.

The growth of the club from 15 to 200 participants required a corresponding increase in the number of coaches, from 1 to 30. Coaches were recruited from parents of the participants, from the track team of the University of North Carolina, and from the ranks of local runners. Unlike most coaches, the Pacer coaches ran with the children and thus were able to provide constant encouragement. As the coaching staff grew, so did the organizational challenge of coordinating the coaching effort. A coaches' manual was developed to provide guidelines

and the objectives of the organization, and coaches' meetings were held to ensure open lines of communication.

Publicity of Pacer events provided two major benefits:

1. assistance in achieving fundraising goals; and

2. the pleasure the children received from seeing their names in print or hearing them on the radio.

To achieve the desired publicity, close bonds were formed with the local radio station, and an effort was made to receive the support of two local newspapers and a local television station. Articles written for the newspaper included the names of all participants in a given meet, although it took a great deal of time, effort, and a "print them all or don't print any" talk with the newspaper people before they were willing to start giving recognition to any but the first-place finishers.

When our family moved away in 1981, the Pacer organization was divided among the more active adults, with one person assuming responsibility for each major area: administration, coaching, publicity, fundraising, equipment, statistics, and travel. The organization remains strong, with constant improvements being made in each of the major administrative areas. The participants receive the enjoyment of participating in a group activity in close association with caring adults and of receiving rewards based primarily on personal improvement, of which everyone is capable. The lesson that working hard results in personal improvement is one that transcends participation in a track and field club and provides the children with impetus to strive for improvement in other areas, such as school, leisure, and work.

Leisure for All Seasons

A young worker who took part in a career development workshop at Virginia Polytechnic Institute and State University had this to say about the meaning of leisure in her life. She was not very happy with her job, but really enjoyed planning, anticipating, enjoying, and reflecting on leisure satisfactions.

Planning my leisure activities is a daily part of my life. I am constantly thinking of hobbies or activities that I would like to incorporate into my life outside of work. My leisure time is broken down into several time periods and the activities fit nicely into these time slots. I usually set a goal for myself that is realistic. This way I feel I can structure my time and get something accomplished.

The reasons for my leisure activities are varied, but each activity or hobby is undertaken with a specific purpose. For instance, I teach a religious education class, September to May, once a week. This activity is not always what I consider leisure, but it satisfies my need to be part of the church community. On the other hand, the fishing season, April to September, fulfills my need to get out in the fresh air, away from the crowd, and enjoy some peaceful time with my husband. Often I also get involved in tennis, jogging, or gardening after work, mainly for health reasons but sometimes just to keep my sanity.

My outdoor activities are structured around the spring through fall period of the year. I'm not the type to jog in the rain or snow. The winter gives me a chance to concentrate on the

hobbies that can be done indoors. I have, over the last few winters, found the time to refinish or reupholster several pieces of furniture. I find this to be a great outlet for excess energy and a craft to ease the mind. I can set my goals and see results. By the time I've refinished a piece or two, spring is around the corner and I plan for other activities. The same goes for my needlework. I do a great majority of my sewing in the fall and winter months after work. I find it relaxing and often get a lot accomplished while watching TV or listening to music.

One of my latest interests is in growing herbs. I have often had flower gardens, but now plan to substitute herbs in their place. I want to dry them and make potpourri and sachets for gifts and possibly to sell. I started planning this project in the winter and will hopefully finish up in the fall. I know that I will have to spend a few weekends and many week nights planting, weeding, and later preparing the herbs for the final products. But I also know that I will enjoy doing this, and so another project is underway! In the long run this project may not be as rewarding or as fun as I anticipated, but I get an idea, plan it out, do it, and then I know if the activity is one that I can fit into my lifestyle.

Volunteering Through Leisure

An example of the volunteering aspect of leisure is the nationwide rescue squad program that represents the best of the American tradition of giving time for others. It is estimated that over a quarter million people volunteer their time each year to help others in this program. There are four levels of Emergency Medical Technicians (EMTs). Each level has heavy requirements for initial entry. The EMT Paramedic, which is the most demanding stage, requires approximately 500 hours of training, plus fifty to seventy hours of continuing education every two years. This training is required just to begin to meet the emergency medical needs of the community. At this point, the EMT is expected to give at least six to fifteen hours of time per week to remain a part of the team, in addition to being on call for unusual emergency demands. Many EMTs are on call twelve to twenty hours per week.

The important point here is that *none* of these people is paid. All two hundred fifty thousand plus volunteers are giving fully of their time. The EMT program is a magnificent example of volunteering through leisure. For many of the EMTs, it is an excellent way to try out their interest in health careers and to determine if they really like the more difficult aspects of medical treatment. For those who may have wanted to work in a health-related occupation, the program provides an opportunity to gain some important self-fulfillment and life satisfaction. Finally, for a majority of the EMTs, volunteering simply fulfills a desire to help others.

Once a particular level of emergency training is attained, volunteers may take an instructor's course—enabling them to teach that material to other volunteers. This not only benefits the rescue squads, but also affords an individual the opportunity to teach, which may also be self-fulfilling. It is not necessary to be an active member of a rescue squad to teach EMT courses (or cardiopulmonary resuscitation and Advanced First Aid courses). The only requirement for maintaining certification is to teach a specified number of courses per year and to participate in a periodic refresher course. Consequently, an individual may volunteer leisure time in a teaching capacity alone.

Let's Get Organized

Americans of all ages, all conditions, and all dispositions constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but

associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons, and schools. If it is proposed to inculcate some truth or to foster some feeling by the encouragement of a great example, they form a society. Whenever at the head of some new undertaking you see the government in France, or a man of rank in England, in the United States you will be sure to find an association.

Alexis deTocqueville
Democracy in America, 1835

National Recreation, Sporting and Hobby Organizations of the United States (Colgate 1982) lists over twenty-eight hundred national organizations serving leisure interests. This listing does not include the thousands more at the regional, state, and local levels. Truly, as deTocqueville says, there is an organization for just about every taste. The coverage of these organizations testifies to the variety of organized leisure groups in America. Some are old and well established, such as the American Philatelic Society (stamp collectors), that was founded in 1886 and now has over fifty thousand active members.

Many people engage in a leisure activity because of the people they meet and friends they make. Here are a few examples from the twenty-eight hundred groups now available for membership:

American Association of Retired Persons
American Crossbow Association
Print Club
Classic Car Club of America
National Astrological Society
Postcard Club Federation
American Guild of Candle Artisans
Cat Fanciers Association
American Checker Federation
Lighter-than-Air Society
American Beekeeping Federation
Ducks Unlimited
National Pop Can Collectors
North American Vexillogical Association (Flags)
Croquet Foundation of America
National Clogging and Hoedown Council
Old English Sheepdog Association of America
International Barbie Doll Collectors Club
Garden Clubs of America
Federation of Fly Fishers
National Trail Council
World Ship Society
American Kite Fliers Association
International Old Lacers
International Jugglers Association
American Guild of Organists
National Pigeon Association
Handweavers Guild of America
International Society of Wine Tasters

Clubs Are for Retirees

For people in their retirement years, civic and service clubs offer an unusual opportunity for meaningful leisure. An example was reported recently by Sally Harris in her column "Your Club," which appears regularly in the Sunday *Roanoke Times and World News*. Here, in part, is what she had to say about an unusual Kiwanis Club.

The Big Lick Kiwanis Club is a little different from most Kiwanis Clubs. Made up primarily of retired men, the club was originated by the Kiwanis Club of Roanoke because the

Roanoke club members "felt there was a lot of brains, vigor, vim and vitality left (in the retired men) that could be put to use," according to Preston Leech, the Big Lick president.

Roanoke club members wrote to potential members and went from church to church recruiting members. The new group chose the name Big Lick because that was a former name of Roanoke and there already was a Roanoke club.

Besides being made up of retirees the new organization is different in other ways. One is its method of arranging for programs for its weekly meetings. "We ask that one member take over each month," Leech said. "At one of the meetings during that member's month, he is encouraged to introduce himself to the other members. At a second meeting during the month, each member is asked to bring an interesting anecdote, poem or other item to share with members. Through those programs, the members get to know each other, their backgrounds and their present interests," Leech said.

The Kiwanis Clubs are emphasizing health programs this year, and the Big Lick Club has had some of those, too. "Wives are sometimes invited," Leech said.

Although much of the Big Lick Club's purpose is social and educational, it is a service organization without a formal structure to the service activities. "Charitable institutions tell us what their problem is, and I would say generally we do help them financially," said Robert Getzloff, a past president and director.

Club members help regularly at the Red Cross Blood Bank and in the canteen and also donate blood. Big Lick sponsored a free medical and dental clinic; it sent money to Italy when an earthquake hit; it contributed to the Shedd School for autistic children. It has supported the Salvation Army and the Rescue Mission and has sent money to North Yemen in the free Arab Republic of Saudi Arabia for hospital supplies.

"We've given money to so many, I couldn't name them all," Getzloff said. "It's a new club. Members are dedicated to getting involved in every volunteer activity we've come up with."

A third way the Big Lick Kiwanis Club is different is that is does not conduct fund-raising projects. "That's not really our cup of tea," Getzloff said. "The club sold peanut brittle once and I think the members bought most of it," he said.

A fourth way the Big Lick Club is probably different from other clubs is that it has almost 100 percent attendance of its twenty members each Tuesday.

"It's something to do on Tuesday mornings we wouldn't otherwise have the opportunity to do," Harper said. He said the members enjoy coming out and talking with the other members. Proof was provided at the conclusion of the meeting when several of the members stood around talking long after the meeting was over. Members also go to other events together, such as the winter events at the civic center and the travelogue programs of other Kiwanis clubs.

Roanoke (VA) *Times and World News*
May 16, 1982, Page E-7—Reprinted by permission

APPENDIX B

CHARTER FOR LEISURE

CHARTER FOR LEISURE

PREFACE: Leisure time is that period of time at the complete disposal of an individual after he has completed his work and fulfilled his other obligations. The uses of this time are of vital importance.

Leisure and recreation create a basis for compensating for many of the demands placed upon man by today's way of life. More important, they present a possibility of enriching life through participation in physical relaxation and sports, through an enjoyment of art, science, and nature. Leisure is important in all spheres of life, both urban and rural. Leisure pursuits offer man the chance of activating his essential gifts (a free development of the will, intelligence, sense of responsibility and creative faculty). Leisure hours are a period of freedom, when man is able to enhance his value as a human being and as a productive member of his society.

Recreation and leisure activities play an important part in establishing good relations between peoples and nations of the world.

ARTICLE 1. Every man has a right to leisure time. This right comprises reasonable working hours, regular paid holidays, favourable traveling conditions and suitable social planning, including reasonable access to leisure facilities, areas and equipment in order to enhance the advantages of leisure time.

ARTICLE 2. The right to enjoy leisure time with complete freedom is absolute. The prerequisites for undertaking individual leisure pursuits should be safeguarded to the same extent as those for collective enjoyment of leisure time.

ARTICLE 3: Every man has a right to recreational facilities open to the public, and to nature reserves by lakes, seas, wooded areas, in the mountains and to open spaces in general. These areas, their fauna and flora, must be protected and conserved.

ARTICLE 4: Every man has a right to participate in and be introduced to all types of recreation during leisure time, such as sports and games, open-air living, travel, theatre, dancing, pictorial art, music, science and handicrafts, irrespective of age, sex, or level of education.

ARTICLE 5: Leisure time should be unorganized in the sense that official authorities, urban planners, architects and private groups of individuals do not decide how others are to use their leisure time. The above-mentioned should create or assist in the planning of the leisure opportunities, aesthetic environments and recreation facilities required to enable man to exercise individual choice in the use of his leisure, according to his personal tastes and under his own responsibility.

ARTICLE 6: Every man has a right to the opportunity for learning how to enjoy his leisure time. Family, school, and community should instruct him in the art of exploiting his leisure time in the most sensible fashion. In schools, classes, and courses of instruction, children, adolescents and adults must be given the opportunity to develop the skills, attitudes, and understandings essential for leisure literacy.

ARTICLE 7. The responsibility for education for leisure is still divided among a large number of disciplines and institutions. In the interests of everyone and in order to utilize purposefully all the funds and assistance available in the various administrative levels, this responsibility should be fully coordinated among all public and private bodies concerned with leisure. The goal should be for a community of leisure. In countries where feasible special schools for recreational studies should be established. These schools would train leaders to help promote recreational programs and assist individuals and groups during their leisure hours, insofar as they can without restricting freedom of choice. Such service is worthy of the finest creative efforts of man.

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